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ABSTRACT

This curriculum package presents a curriculum guide, the lesson plan, handouts, transparencies, tests, and evaluation forms for use by instructors in customizing a course on business writing for workers in the textile industry. The introduction describes how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process. The curriculum guide provide a quick view of all the major components of the curriculum--using appropriate mechanics of standard English; writing information in a clear, logical form; taking telephone messages accurately; recording information on work forms, charts, and graphs; writing short notes and/or simple memos; organizing information into a brief written report; writing letters; and writing resumes. The lesson plan contains the detailed explanation of the activities referenced on the curriculum guide. Handouts and transparencies used in teaching the course follow the lesson plan. The curriculum package concludes with evaluation forms used in development of a learner's Individual Education Plan (IEP), which provide for the collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in the curriculum package. (RS)

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Write On! Business Writing for Textile Workers

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The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. Also during the analyses the curriculum developer will look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

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Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

---

[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the asssessment of the learner's skills and needs which is performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor thereby improving productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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Module: Write On! Business Writing for Textile Workers **Author**: Joan Howell/Angie Sears
Job Title: All Associates

General Instructional Objective: Writing Skills
Overall Time: 18 hrs.

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Preview)	15 min	1.1 Motivational Activity: Administer Preview, complete demographics portion of IEP, and review goal portion of IEP.		Preview
Utilize appropriate mechanics of standard English.	1.75 hrs	2.1 Instructional Activity: Introduction to Business Writing.	Handout: Tips	Completion of Assessment
			Grammar Exercises	
		2.2 Instructional Activity: Mini-lecture on grammar, mechanics, & usage, with exercises.		Completion of Exercises
Write information in clear, logical, and complete manner.	30 min	3.1 Instructional Activity: Read and correct a memo related to this class.	Overhead Transparency Memo from Plant Manager to correct.	Observation Participation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
Take telephone messages accurately.	30 min	4.1 Instructional Activity: Taking Phone Messages Exercise: Taking a phone message	"Taking Phone Messages" - Handout	Completion of Exercise
Record date, time and other requested information on work forms, charts, and graphs.	1 hr	5.1 Instructional Activity: Using the computer in the workplace to do Word Processing, and complete forms.	Computer/Disks WordPerfect 6.1 Forms-Transfer/Changes Status Requisition Form 3-Week Follow-Up Warning Form, Death in Family Pay, Status Requisition/Refusal, Vacation Request, Job Posting Notice, Notice of Separation	Participation Completion of Forms
Write short notes and/or simple memos.	2 hrs	6.1 Instructional Activity: Writing a memo (Discussion) Exercise: Writing a Memo from Notes Exercise: Writing a Memo	Evans, Karin, ed. The Write Stuff: Life Skills Writing. Chicago: Contemporary Books, Inc., 1990. Handouts: 1. Tips 2. Sample Bad News Memo 3. Writing a Memo from Notes 4. Writing a Memo	Participation Completion of Exercises Student Comparisons Instructor Critique

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
Organize information into a brief written report.	2 hrs	7.1 Instructional Activity: Writing a Report (Discussion) Exercise: Writing a Report	Como, Jay. Surviving on the Job. New York: Glencoe, 1991. Handouts: 1. Steps to Prepare Written Communication. 2. Some Do's and Don'ts for Report Writing 3. Writing Checklist	Participation Completion of Exercises Student Comparisons Instructor Critique
Write letters using correct structure and sentence style.	2 hrs	8.1 Instructional Activity: Business letters format. Exercise: Revising a Business Letter Exercise: Writing a Business Letter	Kinneavy, James L., and John E. Warriner. Elements of Writing. Chicago: Holt, Rinehart and Winston, 1993. Handouts: 1. Business Letter Format 2. Checklist for Business Letters 3. The Appearence of a Business Letter 4. Guidelines for the Business Letter 5. The Parts of a Business Letter	Completion of Exercises Instructor Critique Student Comparisons

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
Write resumes.	2 hrs	9.1 Instructional Activity: Writing a letter of application. Writing a resume (Discussion) Exercise: Writing a Letter of Application Exercise: Writing a Resume	Wiser, Frances, ed. Ready to Work: Winning a Job Game. Chicago: Contemporary Books, 1991. Wiser, Frances, ed. Work-Wise: Tactics for Job Success. Handouts: 1. Writing a Resume 2. Guidelines for Application Letter 3. Job Annoucement 4. Guide for Resume Writing	Student Comparisons Instructor Critique
(Review)	15 min	10.1 Closure - Administer Review	Review	Instructor reviews correct responses

LESSON PLAN

NOTE: For the course, students will attend 12 hours of classroom instruction. It is expected that each student will require an additional 6 hours of independent work in the computer lab in order to complete assignments. Instructor will keep student folders in the classroom for turning in exercises and assignments.

1.1 MOTIVATIONAL ACTIVITY - 15 minutes

Administer preview, complete demographics portion of IEP, and review goals portion of the IEP.

2.1 INSTRUCTIONAL ACTIVITY - 1.75 hours

A. Give brief overview of the course, including explanations of types of business writing to be covered. Discuss the need for business writing skills.

B. Distribute handouts: "Tips for Writing." Discuss briefly.

2.2 INSTRUCTIONAL ACTIVITY - 1.5 hours

A. Give a short review of grammar, mechanics, and usage, with emphasis on areas relevant to business writing. Topics to be reviewed include sentence structure, subject-verb agreement, misplaced modifiers, capitalization rules, punctuation rules and pointers, word usage, spelling rules and homonyms.

B. Assemble packet of grammatical pointers, rules, tips, etc. Handouts in packets: "The Sentence Sheet," "Subject -Verb Agreement," "Misplaced Modifiers," "Capitalization Rules," "Punctuation Rules," Punctuation Pointers," Word Usage Tip Sheet," "Common Errors," "Spelling Rules," and "Homonyms and Spelling Rules." Exercise sheets in packets should include "Capitalization and Punctuation," "Practice," "Active Versus Passive Sentences," "Use Familiar Words," "Wordiness Exercise," "Eliminate Unnecessary Words," "Avoid Redundancy," "Avoid Cliches," "Pay Attention to Detail," Parallel Construction," "Proofreading," and "Word-Usage Checkup." (See "sources" page for where to locate information)

C. Have students complete all exercise sheets in study packets in order to reinforce the grammar/mechanics/usage review. Exercises not completed in class will be finished at home. During the next class session, the instructor will go over correct answers and answer any questions.

3.1 INSTRUCTIONAL ACTIVITY - 30 minutes

Use overhead projector to show students a memo containing a variety of grammatical and mechanical errors. Have students find errors and discuss ways of correcting them.

4.1 INSTRUCTIONAL ACTIVITY - 30 minutes

A. Distribute handout: "Taking Phone Messages." Discuss the procedure for taking a telephone message and correctly filling out a printed message form. Discuss what information is necessary to include in a telephone message.

B. Complete Exercise: Taking a Phone Message. (Exercise contains a copy of a printed form; if possible, however, the instructor might furnish a pad of actual forms for students to use.)

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C. Role-playing: Have a student go to another office and call the classroom with a message for another student. One student will take the message and pass it on to the appropriate person. Repeat exercise as time permits. Review proper procedure for taking telephone messages.

5.1 INSTRUCTIONAL ACTIVITY - 1 hour

A. Pair students at computers for general instructions on turning on computer, opening files for word processing and completing forms, saving data, printing documents, and exiting programs.
B. Have participants select industry forms to complete at the computer. (Each participant will select forms that he/she regularly completes in the workplace.) Available forms include "Transfer/Change of Status," "Requisition Form," "3-Week Follow-up," "Warning Form," "Death in Family Pay," "Status Request/Refusal," "Vacation Request," "Job Posting Notice," and "Notice of Separation."

6.1 INSTRUCTIONAL ACTIVITY - 2 hours

A. Distribute handouts: "Nine Tips for a Better Memo," "Sample Bad News Memos," "Writing on the Job: Memo Form," and "Model Memo."
B. Have students complete Exercise: Writing a Memo from Notes, using a scenario and prepared notes to construct their own memo. Students will choose a memo style from the WordPerfect template directory.
C. Have students write a memo without using prepared notes. Again, students will choose a memo style from the WordPerfect template directory.
D. Have students get in groups of three to compare and discuss memos.

7.1 INSTRUCTIONAL ACTIVITY - (2 hours)

A. Distribute handouts: "Steps to Prepare Written Communication," "Some Do's and Don'ts for Report Writing," and "Writing Checklist." Discuss needs for report writing and formats to use in writing business reports.
B. Lead class in discussion of revisions of report.
C. Distribute handout, "Writing a Report," which outlines a scenario and information which students will use to prepare a business report.
E. Have students work in pairs to exchange and compare reports.

8.1 INSTRUCTIONAL ACTIVITY - 2 hours

A. Distribute handouts: "The Appearance of a Business Letter," " Checklist for the Business Letter," "Guides for the Business Letter," and "Parts of a Business Letter."
B. Have students work in pairs to revise a business letter. Instructor will have a letter on disks for students to revise and print.
C. Lead class in discussion of revisions of letter.
D. Distribute handout, "Writing a Business Letter," which outlines a scenario and information which students will use to prepare a business letter.
E. Have students work in pairs to exchange and compare letters.

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9.1 INSTRUCTIONAL ACTIVITY- 2 hours

A. Distribute handout: "Guidelines for Writing Application Letters."
B. Using a job announcement from the industry, have students write application letters.

C. Students will place letters in their individual folders. Instructor will evaluate and give feedback.

D. Distribute handouts: "Writing a Resume," and "Setting Up Your Resume." Discuss the purpose of a resume and the information generally included, as well as formats.
E. Have students develop their own resumes, using WordPerfect templates and printing completed resumes.
F. Students will place resumes in their individual folders. Instructor will evaluate and give feedback.

10.1 CLOSING ACTIVITY - 15 minutes

Administer review. The instructor will score and review answers.

Write On! Assignments Checklist

_____ Memo 1 (Partners)

_____ Memo 2

_____ Business Report

_____ Form 1

_____ Form 2

_____ Revise Letter (Partners)

_____ Business Letter

_____ Application Letter

_____ Resume

_____ Grammar Exercises

Preview/Review

Name: _____

Date: _____

I. Write the letter of the phrase that makes each statement true.

_____1. An inter-office memo should include
- a. The signature of the sender
- b. The initials of the sender
- c. The address of the sender
- d. A complimentary closing

_____2. The style of business letter preferred by more businessmen is
- a. Block form
- b. Modified block form
- c. Mixed form
- d. AMS simplified form

_____3. A business letter differs from a friendly letter in that it has
- a. A return address
- b. A salutation
- c. A signature
- d. An inside address

_____4. A detailed, written summary of your background and qualifications is called
- a. A biography
- b. A report
- c. A resume
- d. Life summary

II. Tell whether each statement is true or false.

_____1. A telephone message should include only the caller's most important points.

_____2. A business report may have the main ideas arranged in numbered steps.

_____3. In listing your work experience, you usually begin with your current or most recent job.

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III. Circle the correct word in parentheses.

1. All the employees were (enthused, enthusiastic) about the computer training.

2. Just between you and (I, me) the extra paper work need to be reduced.

3. The workers were (to, too) tired to enjoy (their, there) time off.

IV. Punctuate the following sentences correctly.

1. On Friday January 15 we will begin our new project

2. The job was difficult therefore he quit

3. The technician cleaned repaired and adjusted each machine

V. Change the following passive sentence to an active sentence.

All plans for the conference must be approved by the educational director.

VI. Rewrite the following sentence to form correct parallel construction

Poor writing costs money, wastes time, and readers are left confused.

TIPS FOR WRITING, REVISING, AND EDITING

1. Keep your audience in mind.
2. Know your subject.
3. Write clearly and concisely.
4. Choose your words carefully: use active verbs and specific nouns.
5. State the purpose clearly in the first sentence.
6. Be honest.
7. Make your business writing formal, yet personal.
8. Take your time.
9. Check for spelling, punctuation, and grammatical errors.
10. Read your letter or memo aloud to check for clarity.
11. Check for accuracy of information.
12. Write legibly or type your final copy.
13. Proofread before mailing.

GRAMMAR REVIEW

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LIST OF EXERCISES/REFERENCES FOR *WRITE* ON!

Exercises are listed below, with source numbers. See end of list for source information by number.

HANDOUT	REFERENCE NUMBER
The Sentence	3
Subject and Verb Agreement	4
Pronoun Reference and Agreement	4
Misplaced and Dangling Modifiers	4
Forming the Plural of Nouns	4
Forming Possessives	4
Word Usage Tips	7 (enclosed)
Using Familiar Words	8
Avoiding Wordiness	8
Problem Words	4
Homonyms and Spelling Rules	3
Parallelism	2
Exercises in Parallelism	5
Understanding Voice	1
Capitalization/Punctuation	3
Capitalization and Punctuation (with exercises)	6
Exercise: Capitalization and Punctuation	9 (enclosed)

(Sources on next page)

REFERENCES

1. Gordon, Emily R., and Lynn Q. Troyka. Workbook for Writers. Englewood Cliffs, NJ: Prentice Hall, 1990.

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3. Varnado, Jewel. English Essentials. Austin, TX: Steck-Vaughn Company, 1985.

4. Harris, Jeanette, and Ann Mosely. Contexts: Writing and Reading. Boston: Houghton Mifflin Company, 1985.

5. Janis, J. Harold, and Howard R. Dressner. Business Writing. New York: Barnes & Noble, 1972.

6. Romanek, Elizabeth. Communication Skills That Work. Chicago: Contemporary Books, 1991.

7. Compiled by Cindy York, Huntsville, AL **(Reprinted with permission)**

8. Communication and Creativity. Menlo Park, CA: Crisp Publications, Inc., 1990.

9. Compiled and adapted by Joan Howell, Coffee Springs, AL.

WORD USAGE TIPS

POSITIVE/NEGATIVE WORDS

Positive words give your message a pleasant tone. Warm words help your reader to act in the way you would like him to. Your sentences should state what can be done rather than what cannot be done. The following words help to produce a positive psychological effect.

USE THESE POSITIVE WORDS

advantage	enjoy	progress
agreeable	fortunate	satisfaction
benefit	generous	success
comfortable	pleasure	valuable
encourage	profit	welcome
please	praise	

AVOID USING THESE NEGATIVE WORDS

abuse	complaint	error	insinuation
alleged	criticism/criticized	failure/failed	lazy
apology	defective	guilty	loss
blame	delay	impossible	neglect
broken	damaged	inability	never/no/not
cannot	discomfort	inadequate	problem
carelessness	dissatisfied	inconvenience	refuse
claim	doubt	inferior	regret
fear	sorry	suspicion	trouble
unable	unfair	unfavorable	unfortunate
unwilling			

Negative tone:	Positive tone:
You should not criticize the workers.	The workers will be more cooperative if you praise them.
If you don't visit our store soon, you won't get a complimentary catalog.	Please visit our store to receive your complimentary catalog.
Don't forget to call and make an appointment.	Please call and make an appointment.

EXERCISE: CAPITALIZATION AND PUNCTUATION

Correct any capitalization and/or punctuation errors in each sentence below.

1. The job was difficult therefore he quit.
2. He is a caring sensitive manager.
3. The error, that Miss Snooks discovered, was not a critical one.
4. Charles tie was the same color as his boss's shirt.
5. Both speaker's comments were interesting and informative.
6. My boss truck was in the shop however she borrowed her sons.
7. In preparation for the seminar Mr. Jones asked us to get up the equipment dust the chairs and empty the ashtrays.
8. The boss has a picture of his Mother on his bookcase.
9. The new salesman is a republican, a catholic and an educator.
10. Drive South six blocks; you will see the security gate on the Left.
11. All associates are enrolled in english and mathematics classes.
12. Some associates work eight hour shifts others work twelve hour shifts.
13. All employees are invited to the labor day cook-out next month.
14. Every morning I read "The Dothan Eagle."
15. The personnel manager asked all of us to read the fifth discipline a book about industrial organization.

CORRECTING

A

MEMO

MEMO

To: Ms. J. Howell
From: Jerome Stuckey
Subject: New Class
Date: October 31, 1995

In our transfermation from supervisors, managers, boss's to teachers, trainers and coach's one glaring weakness shows. We need to improve our bussiness writting and computer literacy. The ability to communicate (weather written or verbally) is essential to our progress tommorrow and in the future. This fits righ on in to our creating a learning envirament where training education and maoerizing all are embraced holeheartedly.

With this in mind I would like for you to structure a class on bussiness writting utilizing our computer Lab. Relatively small and will incorporate associates which will teach and train other's then. This recieving and sharing of knowledge is the foundation for bussiness succession.

Please begin to outline the format for this class and advice of any questions,

Sincerely,

Jerome Stuckey

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PHONE MESSAGES

Taking Phone Messages

One of the most important parts of your job may be to take phone messages. Almost everyone who works will sometimes take calls for others. A good phone message should:

- be written clearly
- include the caller's name and telephone number
- include the message
- include the time and date of the call
- include your name

Rush

Some phone forms have a space indicating a rush call or urgent call. Indicate an urgent or rush call if:

- The caller says the call must be handled immediately.
- You decide it's a rush call.

The Message Box

You can't write down everythings the caller says. Try to get the most important points.

Get The Correct Information

Sometimes you can't figure out what the caller is saying. Don't be afraid to ask the person to repeat what was said. Sometimes you may not know how to spell a name. Ask the caller to spell it. No one will mind if you say things like:

- "Would you please repeat that?"
- "Will you spell that, please?"
- "Would you say that a little more slowly, please?"
- "I have the telephone number as 215-367-9444. Is that correct?"

Example:

Assume you are Steve Burns of Generico Textiles International. Here is a phone call Steve took at 3 PM on Thursday. Read over the call and complete the message.

Steve: Generico Textiles, Steve speaking.
Caller: This is Roger Bijoux of Dupont. Is Mr. Stuckley there?
Steve: Would you spell your name please?
Caller: It is Roger B-I-J-O-U-X of Dupont for Mr. Stuckley.
Steve: He is out of the plant all day today. May I take a message?
Caller: Tell him we have all the polyester fiber he requested. I can give him the prices when he calls. Tell him I will expect his call.
Steve: I think I have that. All the polyester fiber he requested. Call for prices. May I take your number?
Caller: It's 812-0700, extension 18.
Steve: Right. 812-0700, extension 18. Is that number in this area code?
Caller: Oh, I forgot. 813 area code.
Steve: Thank you, Mr. Bijoux.
Caller: Okay. So long.
Steve: Goodbye now. Have a nice day. (*Be sure to sign Steve's name.)*

Sample Message Form

To _____

Date _____ Time _____

WHILE YOU WERE OUT

Mr./Ms. _____

of _____

Phone _____

Telephoned		Please Call Him	
Called to See You		Will Call Again	
Wants to See You		Rush	

Message _____

_____

_____

Message Taken By

F O R M S

FORMS

Instructional Activity 4.1 uses forms created using WordPerfect 6.1 keyboard merge feature. The student opens the desired form, enters the requested information, and prints the document. Several forms were created that did not use the merge feature. With these forms, the student enters information on designated lines and prints the document. The list below indicates which documents use the merge or no merge features, and the types of forms used in the module. Since the forms are industry specific, they are not included in the module. Attached are two generic forms. Students are to complete two forms of their choice and place them in their assignments folder.

Merge

"job pos" - Job Posting Notice

"vacation" - Vacation Schedule Request

"transfer" - Transfer or Change of Status Record

"warn fm" - Associate Record Warning Form

No Merge

"separati" - Notice of Separation

"follow" - 3 Week Follow-up Report

"death" - Application for Death in Family Pay

"record" - Transfer or Change of Status Record

"emp req" - Employee Requisition Form

"status" - Status Change

"notice" - Job Posting Notice

"warning" - Associate Record Warning Form

Merge

Generico Incorporated

JOHNVILLE DOETOWN ANEDOETON

Associate Warning Record Form

FORM NO: 5.01
PAGE: 1 of 1
DATE OF OFFENSE:

Associate:
Associate #:
Position:
Location:
Department:
Shift:

1. Is the associate in their Qualification Period ?
2. Type of Warning
   Oral -
   Written -
3. Number of related infractions in the last twelve months:
4. Number of Written Warnings in last twelve months:
5. Date and time of current infraction:(Please indicate a.m. or p.m.)
6. Brief Statement of reason for Warning:

7. Reason given by Associate:

8. What was Associate told concerning progressive discipline ?

9. What was Associate told to correct or improve performance ?

10. Associate's remarks/reactions:

11. Conclusions reached:

Merge Page 2

SIGNATURES AND DATES: Associate:
Immediate Manager:
Dept. level Manager:
Plant Manager:
HR Manager:

No Merge

Generico Incorporated

JOHNVILLE DOETOWN JANEDOETON

Associate Warning Record Form

FORM NO: 5 01
PAGE: 1 of 1
DATE OF OFFENSE:

Associate:
Associate #:
Position:
Location:
Department:
Shift:

1. Is the associate in their Qualification Period ?
2. Type of Warning (Place an "x" where appropriate)
   Oral -
   Written -
3. Number of related infractions in the last twelve months:
4. Number of Written Warnings in last twelve months:
5. Date and time of current infraction:(Please indicate a.m. or p.m.)
6. Brief Statement of reason for Warning:

7. Reason given by Associate:

8. What was Associate told concerning progressive discipline ?

9. What was Associate told to correct or improve performance ?

10. Associate's remarks/reactions:

11. Conclusions reached:

SIGNATURES AND DATES:
Associate:
Immediate Manager:
Dept. level Manager:
Plant Manager:
HR Manager:

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MEMOS

The following handouts contain copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Evans, Karin, ed. The Write Stuff: Life Skills Writing. Chicago: Contemporary Books, Inc., 1990.

- Nine Tips For A Better Memo
- Sample Bad News Memos
- Bad News Memos (continued)
- Writing On The Job: Memo Form
- Model Memo
- Exercise: Check Your Understanding
- Exercise: Writing a Memo from Notes

EXERCISE: WRITING A MEMO

Imagine that you need to take a three-month leave of absence from your job because your father is very ill and you must go help your family. You want your job to be waiting for you when you return. Write a memo to your supervisor requesting the leave of absence. Tell him or her the reasons why you should be allowed to take the leave and how you think your job could be covered while you are gone.

BUSINESS REPORTS

The following handouts contain copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Como, Jay. Surviving on the Job. New York: Glencoe, 1991.

- Steps to Prepare Written Communication
- Some Do's and Don'ts For Report Writing
- Exercise: Writing A Report

BUSINESS LETTERS

BUSINESS LETTER FORMAT

Block Style

P.O. Box 1300
Enterprise, AL 36331
March 1, 19XX

Mrs. Joan Howell
CMI Industries, Inc.
401 Plant St.
Geneva, AL 36335

Dear Mrs. Howell:

Please find enclosed information concerning the Write On! curriculum. After you review the information, call me at (334) 347-2623 ext. 287. I look forward to hearing from you.

Sincerely,

Wanda Flowers

BUSINESS LETTER FORMAT

Modified Block Style

P.O. Box 1300
Enterprise, AL 36331
March 1, 19XX

Mrs. Joan Howell
CMI Industries, Inc.
401 Plant St.
Geneva, AL 36335

Dear Mrs. Howell:

Please find enclosed information concerning the Write On! curriculum. After you review the information, call me at (334) 347-2623 ext. 287. I look forward to hearing from you.

Sincerely,

Wanda Flowers

The following handouts contain copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Kinneavy, James L., and John E. Warriner. Elements of Writing. Chicago: Holt, Rinehart and Winston, 1993.

- The Appearance of a Business Letter
- Guidelines for the Contents of A Business Letter
- Checklist for the Business Letter
- The Parts of a Business Letter

EXERCISE: REVISING A BUSINESS LETTER

123 Lake Road
Smithville, TX 77456

March 12, 1996

Mr. John Hammond
Customer Relations
Swenson Foods, Inc.
900 Front Street
San Diego, CA 90906

Dear Mr. John Hammond:

I recently bought a frozen food from my local groceries store and I was very unsatisfied. It didn't look anything like the picture on the front of the package and it was distasteful. I have bought your products in the past and this is the first time I haven't been satisfied. You're company has a good reputation for producing fine quality products: so I was extremly surprised when I found this wasn't to my liking. You're company may want to improve on this particular food. It was salsbery steak with peas and carrots.

My receit is attached to this letter. I would like a refund as an insurance that your company is trusting and reputible company. I hope they will make this product better so as to you won't lose your good standing in the frozen food market.

Sincerely,

Jane S. Eaton

EXERCISE: WRITING A BUSINESS LETTER

Imagine yourself in the following situation:

You are the supply clerk in a textile plant. You ordered ½ dozen left-handed middle roll spindles and ½ dozen right-handed middle roll spindles. When the order came in, you discovered that the supplier had sent 1 dozen left-handed spindles. Compose a letter to Spindles Galore that lets them know that you are returning ½ dozen left-handed middle roll spindles and need the right-handed ones shipped immediately. The president of Spindles Galore is Samuel Sockett. The company is located at 213 Spinner Circle, Spindleton, IL 00001.

Be sure to include all the parts of a business letter.

APPLICATION LETTERS

&

RESUMES

The following handouts contain copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Wiser, Frances, ed. Ready to Work: Winning a Job Game. Chicago: Contemporary Books, 1991.

- Guidelines for Writing Application Letters
- Writing a Resume
- Setting up Your Resume

Sample Letter of Application

882 Hickory Bend
Enterprise, AL 36330
October 19, 19XX

Mr. Ron Smith
Smith's Service Station
21 Glover Avenue
Enterprise, AL 36330

Dear Mr. Smith:

Please consider my application for the auto mechanic's position you advertised in The Enterprise Ledger on October 17.

I am a recent graduate of Coffee County Area Vocational Center, where I studied to be an auto mechanic. I have worked part-time for the past two years as a gas station attendant. In my spare time I help my uncle restore old cars. My schedule is flexible and would allow me to work days, evenings, or weekends.

I would appreciate an interview with you to talk about my qualifications for the job. You may reach me at (334) 347-7892.

Sincerely,

Steven Jones

Steven Jones

JOB ANNOUCEMENT

Yarn Mill Manager

Medium sized, woolen textile company situated in desirable New England location seeks a senior level manager to direct and coordinate all the company's blending, carding, spinning, winding, and weaving.

Successful candidate will possess strong communication (verbal and written) and interpersonal skills. Comprehensive benefits package to include profit sharing and performance bonus offered. A bachelor's degree, preferably in textile engineering, or equivalent, is highly desirable.

Please reply to: Textile World
Box X-97
29 N. Wacker Drive
Chicago, IL 60606

Sample Resume

Mary Johnson
3567 Highland Avenue
Ozark, AL 36360

Objective: Position as Bank Teller

Work Experience:

September 19XX to present — Cashier, part-time. Wal-Mart Department Store, Ozark, AL. Ring up sales, handle customer service, stock shelves, keep track of inventory on computer.

Summer 19XX — File Clerk, Brown Insurance, Enterprise, AL. Typed and filed insurance claims and applications, answered phones.

Education: Currently enrolled in evening program, "Microcomputer Applications" at Enterprise State Junior College, Enterprise, AL.
Carroll High School, Ozark, AL. Graduated June 19XX, A average. Courses included business math, bookkeeping, and computers. Member of the honor society.

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Preview/Review

Name: _____

Date: _____

I. Write the letter of the phrase that makes each statement true.

_____1. An inter-office memo should include
- a. The signature of the sender
- b. The initials of the sender
- c. The address of the sender
- d. A complimentary closing

_____2. The style of business letter preferred by more businessmen is
- a. Block form
- b. Modified block form
- c. Mixed form
- d. AMS simplified form

_____3. A business letter differs from a friendly letter in that it has
- a. A return address
- b. A salutation
- c. A signature
- d. An inside address

_____4. A detailed, written summary of your background and qualifications is called
- a. A biography
- b. A report
- c. A resume
- d. Life summary

II. Tell whether each statement is true or false.

_____1. A telephone message should include only the caller's most important points

_____2. A business report may have the main ideas arranged in numbered steps.

_____3. In listing your work experience, you usually begin with your current or most recent job.

III. Circle the correct word in parentheses.

1. All the employees were (enthused, enthusiastic) about the computer training.
2. Just between you and (I, me) the extra paper work need to be reduced.
3. The workers were (to, too) tired to enjoy (their, there) time off.

IV. Punctuate the following sentences correctly.

1. On Friday January 15 we will begin our new project
2. The job was difficult therefore he quit
3. The technician cleaned repaired and adjusted each machine

V. Change the following passive sentence to an active sentence.

All plans for the conference must be approved by the educational director.

VI. Rewrite the following sentence to form correct parallel construction

Poor writing costs money, wastes time, and readers are left confused.

Preview/Review

Name: __**Answer Key**_____

Date: _____

I. Write the letter of the phrase that makes each statement true.

__B__1. An inter-office memo should include
- a. The signature of the sender
- b. The initials of the sender
- c. The address of the sender
- d. A complimentary closing

__B__2. The style of business letter preferred by more businessmen is
- a. Open block
- b. Open modified block
- c. Mixed modified block (paragraphs indented)
- d. AMS simplified

__D__3. A business letter differs from a friendly letter in that it has
- a. A return address
- b. A salutation
- c. A signature
- d. An inside address

__C__4. A detailed, written summary of your background and qualifications is called
- a. A biography
- b. A report
- c. A resume
- d. Life summary

II. Tell whether each statement is true or false.

__T__1. A telephone message should include only the caller's most important points

__T__2. A business report may have the main ideas arranged in numbered steps.

__T__3. In listing your work experience, you usually begin with your current or most recent job.

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III. Circle the correct word in parentheses.

1. All the employees were (enthused, **enthusiastic**) about the computer training.
2. Just between you and (I, **me**) the extra paper work needs to be reduced.
3. The workers were (to, **too**) tired to enjoy (**their**, there) time off.

IV. Punctuate the following sentences correctly.

1. On Friday, January 15, we will begin our new project.
2. The job was difficult; therefore, he quit.
3. The technician cleaned, repaired, and adjusted each machine.

V. Change the following passive sentence to an active sentence.

All plans for the conference must be approved by the educational director.

The educational director must approve all plans for the conference.

VI. Rewrite the following sentence to form correct parallel construction

Poor writing costs money, wastes time, and **leaves** readers confused.

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Revised 5/96

College: ESJC___ MSTC____ **WORKFORCE 2000 PARTNERSHIP** **Date**:_____
Course#:_____ **INDIVIDUAL EDUCATION PLAN** **Level**:_____

Name:_____**Male**:___**Female**:___**Age**:____**Birthdate**:_____

Street:_____**Social Security#**:_____

City:_____**State**:_____**Zip**:_____**Phone#**:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

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WORKFORCE 2000 PARTNERSHIP (IEP)
Individual Education Plan
Learner's Page

Name of Course: Write On! Business Writing for Textile Workers
Date of Course: _____

Name : _____
Employer: _____

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
• Improve skills for current job	(Preview/Review)	Administer Preview Administer Review	___ X	X ___	
• Improve skills for changing technology/future jobs	Utilize appropriate mechanics of standard English	Discussion - Business Writing Self Evaluation - Writing with Confidence Mini-Lecture - Grammar Review Grammar Exercises			
• Improve reading/ writing/math	Write information in clear, logical, and complete manner.	Applied Practice: Correct a memo			
	Take telephone messages accurately.	Discussion - Taking phone messages Applied Practice: Taking a Phone Message			
	Record date, time, and other requested information on work forms, charts, and graphs.	Guided Practice: Accessing Computerized Forms Applied Practice: Completing Workplace Forms			
	Write short notes and/or simple memos.	Writing a memo Applied Practice: 1. Writing a memo from notes 2. Writing a memo			
	Organize information into a brief written report.	Discussion: Writing a report Applied Practice: 1. Revising a business report 2. Writing a business report			

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GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
	Write letters using correct structure and sentence style	Discussion - Business letters format Applied Practice: Revising Business Letters Applied Practice: Writing a Business Letter		
	Write letter of application and resumes	Discussion - Letter of Application Applied Practice: Writing a Letter of Application Discussion - Resumes format Applied Practice: Writing a Resume		

Employee Signature Date

Instructor Signature

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